

The Croft Preparatory School

Relationships and Sex Education Policy

Whole School Policy, including Early Years Foundation Stage

Policy reviewed (GC/JFe)	30 September 2024
Peer Review completed	14 October 2024
Ratified by SLT	05 November 2024
Next Review Date	September 2025

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant safeguarding regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors have delegated the monitoring of the efficacy with which the school discharges its safeguarding duties to the Facilities Manager and Governing Committee. The Governing Committee also works closely with the DSL who is responsible for ensuring all safeguarding regulations are practically implemented in the School.

Notwithstanding the above delegation, the Proprietors retain ultimate responsibility for how the safeguarding function is executed.

Aim

The Croft Preparatory School is committed to safeguarding and promoting the welfare of pupils and young people through delivering an effective Relationships and Sex Education (RSE) curriculum and expects all staff and volunteers to share this commitment.

The aims of relationships and sex education (RSE) at The Croft Preparatory School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding the importance of a healthy lifestyle.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality, relationships and diversity
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school aims to achieve these through a whole-school approach which includes a high-quality Personal, Social, Health Education (PSHE) scheme in which it delivers accurate, relevant and age-appropriate information about relationships (including use of The Taking Care Programme to develop Protective Behaviours) – one of the core strands of PSHE. This will ensure that pupils are given the knowledge, skills and understanding they need to lead confident, healthy independent lives and follow Fundamental British Values (DfE Nov 2014).

The school aims to teach pupils about relationships in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum, which considers the emotional, physical and social maturity of the pupils. The school very strongly believes that the education it provides should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in this school. As such, the Relationship strand of the PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every pupil, including those with special educational needs or disabilities (SEND Code of Practice). The RSE curriculum also reflects the school's Core Values by encouraging respect for other people, paying particular regard to the protective characteristics of: age, disability, gender reassignment, marriage or civil partnership,

pregnancy and maternity, race, religion and belief, sex and sex orientation as set out in the Equality Act 2010.

Statutory requirements

Relationships Education is a statutory component of the PSHE and Citizenship curriculum in Primary Schools from September 2020 which involves learning about the many strands of 'relationships' and 'growing up'. This includes family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up.

The Croft Preparatory School believes that Relationships Education equips pupils with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

Delivery of RSE

All lessons are taught by trained PSHE teaching staff and Form teachers (for the Taking Care Programme developing Protective Behaviours). They will establish clear parameters in class and special consideration will always be given when teaching particularly sensitive material. Staff will be fully aware of the pupils in their class and how they might respond to the curriculum material to ensure inclusivity. PSHE teachers and Form teachers are trained on the delivery of RSE and the Taking Care Programme (developing Protective Behaviours) as part of their induction to the subject and it is included in the continuing professional development calendar. Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Teachers make RSE lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; problem-solving and challenge activities.

Aspects of RSE are also covered in assemblies by members of the SMT following a rota of RSE themes. The Head of PSHE and the DSL will take the lead in policy development and in the production of schemes of work to ensure progression and continuity in the teaching of RSE and will update, inform and support staff as necessary.

Through The Croft Preparatory School's Relationships Education Provision, the aim is to ensure all pupils leave this school with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

The school will achieve these aims through the different topics covered in Key Stage 1 and 2 PSHE Lessons and will link directly to the 'Taking Care Programme' developing Protective Behaviours (please see School's

PSHE policy), and through promotion of The Croft Core Values (which include 'Respect' and 'Friendship and Trust').

The school's RSE curriculum is set out as per Appendix 1, but it may need to be adapted as and when necessary.

The school has developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers). The Croft Preparatory School fully supports the notion that pupils should be taught about different families and relationships that typify growing up in modern Britain.

The Relationship strand of the PSHE Curriculum will also support the pupils' statutory Science Curriculum. The school is committed to ensuring that the pupils receive factually accurate biological information about their bodies. With this in mind, the school begins to teach pupils some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The Croft Preparatory School believes clarity is essential and welcome any discussion with Parents and Carers which will inform conversations at home about 'Relationships'. The school believe that together it can address misconceptions about these topics from the media or from their peers. By answering questions and teaching pupils the correct scientific vocabulary, the school can help them understand their bodies, their feelings and other people. The collective aim must be to ensure that pupils recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

The school strives to promote equality through all aspects of the school's Relationships teaching. As such, the curriculum promotes tolerance and acceptance. Just as the school encourages pupils to celebrate their many different talents, strengths and aspirations, it also aims to promote the celebration of diversity among cultures, traditions and religions in line with SMSC requirements. As an extension of this, pupils are taught about diversity among family structures and relationships, in line with Fundamental British Values (see 'The Equality Act – 2010'; 'The Marriage Act-2013'). This ensures that every one of the pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults.

Guidance will be made available to parents and carers on the information we cover and how they can support pupils at home. In addition, the school provides reading and support for parents and carers who wish to view or purchase texts it uses in school to support the pupil's development and understanding.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of

Relationships Education, they should ask to speak to the Head of PSHE. They will be able to provide more specific information on the curriculum and resources that are used to teach this strand of the PSHE Curriculum.

Safe and Effective Practise

The school's aim is to foster and maintain a safe environment where all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer questions or be forced to take part in discussions). For any pupil wishing to discuss something confidential relating to the context of the lessons, an opportunity will be given. Distancing techniques are employed so pupils are able to discuss fictional characters and scenarios. All staff receive annual training on the statutory safeguarding guidance; 'Keeping Children Safe in Education' (updated September 2023) and receive any statutory safeguarding updates termly. (Please see school's Safeguarding and Child protection Policy for details.)

Roles and responsibilities

The DSL and Head of PSHE are responsible for ensuring that RSE is taught consistently across the school, and the headmaster for managing requests to withdraw pupils from components of RSE.

Staff who deliver the RSE curriculum will critically reflect on their teaching and best practise can be shared at RSE reviews and staff meetings. Staff will monitor pupils' development in RSE by looking at pupil performance and attitudes in PSHE sessions, Taking Care Programme sessions, RSE themed assemblies and general conduct around school measured against the Croft Core Values (which include 'Respect' and 'Friendship and Trust').

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of PSHE, DSL and or headteacher.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSE if it is not part of the compulsory Science curriculum.

Requests for withdrawal should be put in writing in response to the email communication and form (see Appendix 3) sent by the school in the Lent term prior to the sex education aspect of RSE being delivered in PSHE. Parents or carers will be encouraged to speak to the Head of PSHE about which specific sessions these are and their precise content in order to alleviate any worries they may have.

Alternative school work will be given to pupils who are withdrawn from sex education.

Cross reference to other School Policies

Personal, Social, Health and Economic Education policy (PSHEE), Safeguarding and Child Protection Policy, Good Behaviour Policy, Code of Conduct, Online Safety Policy provide further information.

Appendix 1: Relationship and Sex Education Curriculum Map

	Families and Friendships	Safe Relationships	Respecting Ourselves and Others
EYFS	<p>Understand what a family is and what it means to them.</p> <p>Understanding about similarities and differences between ourselves and others</p>	<p>How to show and talk about feelings.</p> <p>Seeking help from trusted adults should they need to.</p> <p>Protective Behaviours – Taking Care Project</p>	<p>Self-confidence and how to feel good about self-success.</p> <p>Understand how to adjust behaviour to different situations.</p>
Year 1	<p>Roles of people and families; challenge stereotypes, look at different cultures, how we show we care.</p> <p>Gender differences; similarities and differences, challenge gender opinion</p>	<p>Comfortable/uncomfortable feelings and when they happen</p> <p>The difference between safe and unsafe secrets, what are safe surprises</p> <p>Recognising privacy; private body parts of boys and girls, safe touching of the body (Dentist, Doctor)</p> <p>Online Safety; Pause for People - How do you say goodbye to technology when you don't want to, Safety in my Online Neighbourhood - how do you go places safely online</p> <p>Protective Behaviours – Taking Care Project</p>	<p>How behaviour affects others</p> <p>Being polite and respectful</p>
Year 2	<p>Making friends; how to make friends, what is loneliness and how we can deal with it.</p> <p>Year 2 moving to Year 3; look at old and new friendships, relationships and communities</p>	<p>Difference between positive/negative friendships, safeguarding ourselves; recognising hurtful behaviour and getting help, resolving disagreements</p> <p>Recognising privacy; Safe and unsafe feelings, Protective Network, private body parts and why they should be private, safe touching of the body (Dentist, Doctor), unsafe touching; what it is and where it might happen</p> <p>Online Safety; Pause and Think Online – importance of listening to feelings when using technology, Internet Traffic Light - staying safe when visiting a website or app</p>	<p>Recognising things in common and differences. Sharing opinions.</p> <p>Online Safety; How Technology Makes you feel - how to be safe, responsible and respectful online</p>

		Protective Behaviours – Taking Care project	
Year 3	<p>Meaning of family, different families; challenge stereotypes, look at different cultures and communities, features of family life</p> <p>Who to have as a trusted adult, what makes a good friend</p>	<p>Recap safe and unsafe feelings.</p> <p>Look at different relationships; healthy and unhealthy friendships, how to resolve disputes and conflicts with friends, reconcile differences, how to cope with peer pressure</p> <p>Online Safety; That's Private –information be kept private, Digital Trials – information that will leave appropriate digital footprint, Online Community, Meanness Online - what to do if it happens</p> <p>Protective Behaviours – Taking Care Project</p>	<p>Recognising respectful behaviour - first impressions</p> <p>The importance of self-respect, courtesy and being polite</p> <p>Online Safety; We are Digital Citizens/Device free moments – how to be good digital citizens</p>
Year 4	<p>Positive Friendships, including online</p> <p>Year 4 moving to Year 5 - look at change; different types, emotions, how to handle change, trusted adults and friends</p>	<p>What are Early Warning Signs (EWS), recap the difference between safe and unsafe secrets, Protective Network, identify different types of bullying</p> <p>Online Safety; This is Me / Password Power Ups –what I post online may affect my identity, Power of Words – things to do when mean or hurtful language is used on the internet, Is Seeing Believing – why people alter digital photos and videos</p> <p>Protective Behaviours – Taking Care Project</p>	<p>Look at different types of discrimination (isms), protective characteristics, stereotypes and the media</p> <p>How to model respectful behaviour</p> <p>Happiness within us; gratitude, respect</p> <p>Online Safety; Rings of Responsibilities as digital citizens-taking responsibility for themselves, their communities and their world, Our Digital Citizen Pledge – What makes a strong community</p>

Year 5	<p>Recap different relationships; in school and at home, communication between family and friends, importance of communication, peer influence</p> <p>Online Safety; Keeping Games Fun and Friendly - how to ensure friends are positive and have fun while playing online games</p>	<p>Recap comfortable/uncomfortable emotions: how to manage, understand zones of regulation</p> <p>Beware of content that is safe or unsafe to share online</p> <p><i>5 stages of Puberty; changes in body (statutory Science Curriculum)</i> and emotions, healthy and unhealthy boundaries</p> <p>Online Safety; My Healthy Media Choice, Private and Personal Information - what information is OK to share online, Our Online Tracks - how online activity affects our digital footprints</p> <p>Protective Behaviours – Taking Care Project</p>	<p>Responding respectfully to a wide range of people</p> <p>Recognising prejudice and discrimination</p> <p>Online Safety; Being a Super Digital Citizen - upstanders against cyberbullying, A Creators Rights and Responsibilities</p>
Year 6	<p>Looking at different types of loving relationships; romantic, civil partnership and marriage, challenge stereotypes.</p> <p>Reviewing time in primary school, look at old and new friendships, how to get ready for secondary school.</p>	<p>Recognising and managing pressure</p> <p>Look at different text email scenarios, how to deal with unwanted messages</p> <p>Consent in different situations; <i>How a baby is created (statutory Science Curriculum)</i>, changing emotions with puberty.</p> <p>Online Safety; Finding my Media Balance, Clickbait and how can you avoid it, Digital Friendships - keeping online friendships safe, Cyber Bullying - What it is and ways to stop it</p> <p>Protective Behaviours – Taking Care Project</p>	<p>Recap what protective characteristics are recognising prejudice and discrimination What is commitment and why is it important</p> <p>Discuss what 'independence' mean.</p> <p>Online Safety; How do gender stereotypes shape our experiences online</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when they are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
<p>Being safe (Taking Care Programme)</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents

Agreed actions from discussion with parents	